

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at San Marcos Unified School District BTSA

Professional Services Division

April 2011
Overview of this Report

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This agenda report includes the findings of the accreditation visit conducted at San Marcos Unified School District. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution.

Common Standards and Program Standard Decisions For all Programs offered by the Institution

| | Met | Met with Concerns | Not Met |
|---|-----|----------------------|------------|
| 1) Educational Leadership | X | | |
| 2) Unit and Program Assessment and Evaluation | X | | |
| 3) Resources | X | | |
| 4) Faculty and Instructional Personnel | X | | |
| 5) Admission | X | | |
| 6) Advice and Assistance | X | | |
| 7) Field Experience and Clinical Practice | X | | |
| 8) District Employed Supervisors | N/A | | |
| 9) Assessment of Candidate Competence | X | | |

Program Standards

| | Total Program Standards | Program Standards | | |
|--|----------------------------|-------------------|----------------------|---------|
| | | Met | Met with Concerns | Not Met |
| General Education (MS/SS) Induction | 6 | X | | |

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: **San Marcos Unified School District**

Dates of Visit: **March 14-17, 2011**

Accreditation Team

Recommendation: **Accreditation**

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study, additional supporting documents available during the visit;, interviews with program leadership, district administrators, school site administrators, Human Resources personnel, support providers, participating teachers, completers, and Advisory Council members, along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The entire team reviewed each of eight Common Standards pertinent to clear credential programs and determined whether the standard was met, not met, or met with concerns. The site visit team found that all eight Common Standards are **Met**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the BTSA Induction Program. Following discussion, the team considered whether the programs standards were met, met with concerns, or not met. The team found that all program standards are **Met**.

Overall Recommendation

The team completed a thorough review of program documents, program data, *Formative Assessment for California Teachers* (FACT) notebooks, and interviews with program leadership, district administrators, school site administrators, Human Resources personnel, Institutes of Higher Education representatives, support providers, participating teachers, completers, and Advisory Board members. Due to the finding that all Common Standards are **Met**, and all Program Standards are **Met**, the team unanimously recommends a decision of **Accreditation**.

- (1) On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Advanced Credentials:

General Education (Multiple and Single Subject) Induction

- (2) Staff recommends that:

- The institution's response to the preconditions be accepted.
- San Marcos Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- San Marcos Unified School District continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:

Mary Lou Weinrich

San Bernardino City Unified School District

Common Standards Cluster:

Roseann Rasul

Santa Clara Unified School District

**Advanced/Services Programs
Cluster:**

Linda Margulies

William S. Hart Union High School District

**Staff to the Accreditation
Team:**

Cindy Gappa

State Consultant

Documents Reviewed

Agendas and Newsletters

Common Standards Report

Candidate Files and Portfolios

Induction Handbook

Mid-year Survey Results

State Survey Results

Program Assessment and Feedback

Biennial Report and Feedback

Formative Assessment (FACT) Notebooks

Schedule for Program Events

Communication Documents

Advisement Documents

Selection Criteria, Applications for Support
Providers

Program Budget Plan

Participating Teacher Completion Data

Essential Elements of Instruction documents

Meeting Logs

Interviews Conducted

| | Common Standards Cluster | Program Sampling Cluster | TOTAL |
|--|---------------------------------|---------------------------------|--------------|
| Candidates | 12 | 13 | 25 |
| Completers | 7 | 7 | 14 |
| Employers – Site Administrators | 8 | 10 | 18 |
| Institutional Administration | 2 | 2 | 4 |
| Program Coordinators | 1 | 1 | 1 |
| Faculty/Professional Development Providers | 3 | 3 | 6 |
| Field Supervisors – Support Providers | 11 | 10 | 21 |
| Advisory Board Members | 4 | 4 | 8 |
| Advisors – Program Staff | 3 | 3 | 6 |
| Credential Analysts and Human Resources | 2 | 2 | 4 |
| TOTAL | | | 108 |

Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background information

San Marcos Unified School District is located in San Marcos, California, in northern San Diego County. With a population of 84,391 and an area of 24.3 square miles, San Marcos has grown 51% since 2000. San Marcos Unified School District is the only district serving the city of San Marcos.

The district provides educational opportunities to approximately 17,734 students in grades K-12, in 19 schools: 11 elementary, 3 middle, 2 comprehensive high schools, and one of each: charter, continuation, independent study and adult schools. The district reflects California in its diversity. The largest ethnic groups are represented as follows: Hispanic, 48%; White, 39%; Asian, 5%; Filipino, 5%; and African-American, 3%.

The district is not a Program Improvement district and has one elementary school in Program Improvement. There are no schools identified as in need of a School Assistance Intervention Team (SAIT).

The San Marcos Unified School District employs over 1,800 employees, 992 of whom are teachers, and is governed by a five-person school board of education. The district's high standards for performance from administrators, teachers and students is reflected in their API. All certificated district employees are trained in Essential Elements of Instruction (EEI), which is integrated with induction for first and second year teachers. Site Administrators, Grade Level Teams and PLCs share knowledge and language of EEI and the California Standards for the Teaching Profession (CSTP) to create a culture supporting of beginning teachers. The superintendent is personally committed to the success of the district at every level, and is leading the district in its focus as "an innovative and collaborative community providing an unparalleled

educational experience. Through an engaging and supportive environment, all students are challenged, inspired and poised to excel.”

Education Unit

The San Marcos Unified School District BTSA Induction Program, a single district program, has provided BTSA support to the teachers in the district since 1998 and became an approved Induction Program in 2004.

The program had a total of 48 participating teachers complete the program in the 2009-2010 school year, three of whom participated in the Early Completion Option. In the current 2010-2011 school year, the program has 51 participating teachers. The program goal is to maintain a ratio of no more than two participating teachers to every classroom-based support provider.

Members of the program leadership include the BTSA Induction Coordinator, one elementary and one high school Lead Support Provider, and the BTSA Induction Administrative Secretary. The program is housed within the Instructional Services Department.

Table 1: Program Review Status

| Program Name | Number of program completers (2009-10) | Number of Candidates Enrolled (2010-11) | Agency or Association Reviewing Programs |
|-------------------------------------|---|--|---|
| General Education (MS/SS) Induction | 45 | 51 | CTC |

The Visit

A three-member team reviewed documentation and interviewed stakeholders over a three-day period from March 14 to March 16, 2011.

Standard 1: Educational Leadership

Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings

The San Marcos Unified School District's Induction Program provides a two-year induction program designed to support new teachers by recognizing the individual strengths and professional development needs of participating teachers, thus building upon the knowledge, skills, and abilities that each participating teacher brings to the classroom. The SMUSD program supports the demonstration and application of the California Standards for the Teaching Profession (CSTP) and the Pedagogy and Universal Access Induction Standards through its various components: collegial mentoring from an assigned support provider, ongoing staff development, curricular materials and training, and administrative assistance. With a commitment to strengthening the learning to teach continuum, the SMUSD Induction Program has developed strong collaborative partnerships with the San Diego County Office of Education, North County Professional Development Federation, and California State University, San Marcos.

Stakeholders and program documents provide a clear picture of the collaboration among the BTSA Induction Program, Human Resources, Instructional Services and Fiscal Services. The shared vision of these departments guides the district in retaining new teachers who are competent in the skills articulated in the vision, and in the district offering professional development to all teachers based on the same goals prescribed for the Induction participating teachers, resulting in continuous district improvement.

The program design has been carefully created under the guidance of the BTSA Induction Program Leadership Team and the BTSA Induction Advisory Board. Stakeholders, including site administrators, trainers, support providers (SPs), advisory council members and participating teachers (PTs), articulated that the SMUSD Induction Program is designed to assist teachers in meeting the learning needs of students while helping them grow professionally. Based on the learning to teach continuum, the SMUSD Induction Program is designed to support participating teachers as they transition from teacher preparation, apply knowledge into classroom practice, and continue to learn and develop throughout their professional careers as educators. Stakeholders play an active role in the organization of the program by giving frequent feedback through surveys, seminar feedback forms, at collaborative meetings, emails and in formal and informal discussions.

The Induction Coordinator, a Principal on Special Assignment (POSA), is able to garner institutional support to achieve the needs of the program by attending various K-12

administrative meetings. The institution supports the program through policies and regulations to provide program resources and funds.

The Induction Coordinator has the authority and support needed to oversee human and fiscal resources in order to meet program goals, including professional development, and access to Human Resource records. The BTSA Induction Coordinator organizes professional development opportunities within the district parameters, all of which are focused on meeting the needs of adult learners who are classroom instructors.

Stakeholders report an extensive credential recommendation process that assures that candidates have met all requirements. The coordinator and leadership personnel conduct personal interviews, review candidate inquiries, and monitor professional development participation for each program participant. Formal reviews of candidate work and advisement regarding remediation and next steps are done at least twice a year, with written documentation placed in the candidate portfolio. An end-of-year/program portfolio check and exit interview is also conducted. Upon completion of all requirements a recommendation for a professional clear credential is sent to the Commission on Teacher Credentialing through the Human Resources Department.

Standard 2: Unit and Program Assessment and Evaluation

Standard Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings

The San Marcos Unified School District Induction Program has an assessment system for ongoing program and unit evaluation and improvement, as evidenced by a review of the documentation and interviews with site administrators and other stakeholders. Evaluations are collected from participants after monthly SP/PT meetings, professional development workshops/sessions, and FACT trainings. Local midyear PT/SP assessments are administered, as well as end of the year assessments from year one and two participating teachers. FACT is used for participating teacher assessment of their teaching practice. Participating teachers, support providers, site administrators, and the coordinator participate in the state survey.

Induction-related data is collected and analyzed throughout the school year. The formal evaluation feedback from the state survey and the informal feedback from the professional development and assessments are used to guide program decisions for the following year. The BTSA leadership team notes trends and patterns in data in order to make informed decisions to drive program improvement. An example of data driven decision making based on participant feedback is reflected in the program's recent adjustment of monthly meeting protocols by shortening introductory document reviews, allowing the requested time for support providers and participating teachers to collaborate. Stakeholder interviews validated that FACT benchmarks and Individual Induction Plan data are used by program leaders to guide decision making for support providers and participating teachers. A calibration process is in place to assist in

determining acceptable submissions. It is evident that professional development offerings are based upon needs of induction candidates.

Biennial reports, interviews with program staff and stakeholder groups, and the review of the FACT documents, demonstrate an ongoing and comprehensive data collection related to candidate qualifications, proficiencies, competence, and program effectiveness. Careful analysis of data provided by monthly logs, IIP data, and feedback from surveys, informs the program on the effectiveness of support providers/participating teachers work and the new knowledge applied to teaching by the participating teacher. It is evident that the SMUSD Induction program is supported by stakeholders committed to providing a quality program based upon the needs of the participating teacher.

Standard 3: Resources

Standard Met

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Findings

The district leadership expresses a strong commitment to educator preparation as documented by providing the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Some of the facilities available to the program include over 11 different large and small conference rooms, including rooms to support teleconferencing. In addition, the district supports the program with professional development seminars and teacher release days.

A Principal on Special Assignment (POSA) working in the Instructional Services Department coordinates the program working with two lead support providers and an administrative secretary. The Assistant Superintendent of Instructional Services works with the coordinator to budget and fund the Induction Program. Stipends are provided for support providers to meet with teachers one hour a week in addition to funding for adjusting from three to five observations a year. Interviews confirmed that the credential analyst both initiates and concludes the process of credentialing for participating teachers and serves as an additional ongoing resource. Professional development is provided with some choice built in for the participating teachers, based upon their goals/needs. Interviews showed that participating teachers feel both the district professional development sessions and the BTSA Induction seminars are interconnected and timely in supporting their growth as classroom teachers.

Participating teachers and support providers shared during interviews that part of the success of the program could be attributed to prompt and succinct responses and support when they contact program leaders with questions. The leadership team works together to coordinate and track all documentation of requirements; both support providers and participating teachers feel assured

that their work is satisfying induction completion. Stakeholders report that support providers would benefit from additional training opportunities on the classroom observation protocol.

Through a review of documentation and interviews with program leadership it is evident the scope of work for the BTSA Induction Coordinator includes oversight for the program design, implementation, budget, staffing, and allocation of resources for support of the participating teachers in the program. Evaluating the program, relaying induction information to the BTSA Induction advisory council, board of education, other district departments, and communicating with cluster leadership are all part of the process used to determine resources needs.

Standard 4: Faculty and Instructional Personnel

Standard Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings

All stakeholders confirm that San Marcos Unified School District (SMUSD) selects only the most qualified candidates to serve as Induction program leads, support providers and professional development providers. They are selected utilizing multiple criteria, which include: applications, resumes, recommendations, writing samples, interviews, observations and evaluations. Efforts are made by the LEA and program leadership to reflect student ethnicity when selecting those who serve as instructional personnel. Data is collected in a support provider demographic spreadsheet showing comparison of student and support provider ethnicity. Support providers attend diversity training and hold credentials reflecting preparation and knowledge about diversity.

The professional development providers for the SMUSD Induction program are support providers, district teachers on special assignment (TOSA) or teacher leaders with relevant areas of expertise in topics addressed by the program. The support providers are assigned based on site needs; specific criteria and an in-depth application process to ensure that they are best suited and most qualified for the position. Support providers are trained on a monthly basis on topics that include how to supervise field experiences of the teachers with whom they work. The leadership team reports that support providers are assigned to participating teachers based on site, content, and availability. They also report that support providers are assigned, on average, two participating teachers.

The instructional personnel and faculty are currently employees of SMUSD in various capacities and are up-to-date in content knowledge, management and instructional strategies. According to program leadership, the program leads and selected support providers are asked to model best professional practices on topics upon which they are experts at monthly meetings for both participating teachers and support providers. According to the state survey and interviews, participating teachers are satisfied with the level of knowledge their support providers possess.

According to survey results, site administrators feel that participating teachers are well-prepared to work with students of diverse abilities. Program leaders report that support providers are trained in English learner strategies (SDAIE and GLAD) and culturally responsive teaching at monthly seminars and are able to effectively support beginning teachers in these challenging areas.

The majority of support providers are full-time classroom teachers and have a thorough understanding of the standards, frameworks, and accountability systems. Support providers report that they are well trained in the above areas through the BTSA Induction program at monthly seminars and at their initial FACT and BTSA Induction training.

Members of induction leadership collaborate regularly with colleagues by serving on the advisory boards of the local university where many their participating teachers earned their preliminary credentials, primarily, California State University at San Marcos (CSUSM). In addition, leadership reports that they attend professional development through the San Diego Office of Education, Cluster 5 and other offerings specific to Induction. The program coordinator serves on the credential committee at CSUSM.

The institution provides support for faculty development by using its district-trained support providers to provide professional development to participating teachers. According to leadership, faculty members are sent to the county office and to other trainings for additional support, as needed.

The unit evaluates course instructors through the use of electronic feedback garnered at all seminar sessions through btsasupport.com. According to participating teachers and support providers, the feedback forms are thoroughly read and responded to in a timely manner. The support providers are given formative and summative feedback about their performance through the use of state surveys, mid-year surveys, monthly logs and the leadership team's mid-year advisement sessions with participating teachers.

Standard 5: Admission

Standard Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

The San Marcos Unified School District Induction Program leadership collaborates with the Human Resources credentials analyst to ensure eligibility and placement of participating teachers into the program. The district's hiring practice parallels state regulations for the employment of teachers and serves as the first measure to ensure that eligible teachers will be admitted to the Induction Program. The Human Resources credentials analyst reviews credentials, transcripts, and previous induction documentation, previous induction or teaching documentation, if any, for placement of newly hired participating teachers into the San Marcos Unified School District BTSA Induction Program.

Interviews with Human Resources staff and the Induction Coordinator stressed the importance of hiring only the most qualified teachers for positions in the San Marcos Unified School District. SMUSD determines that admitted candidates are screened with questions that determine a candidate's sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness. A significant number of participating teachers have experienced student teaching in the district. A teacher interview panel conducts interviews and makes recommendations for employment using a consensus model. This process ensures that only candidates who meet the multiple measures previously mentioned are offered employment.

The Induction staff assures that the Human Resources staff receives training and ongoing support based on the CTC requirements. Data regarding professional credential requirements are recorded on each participating teacher's induction transcript. Regular meetings are held between Human Resources and induction staff to discuss the admissions process. Additionally, the superintendent's belief in equity and diversity is shared by the district and coordinator and is considered a contributing factor in the success of the Induction program.

Standard 6: Advice and Assistance

Standard Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Findings

Induction staff works collaboratively with Human Resources personnel in advising participating teacher candidates of their credential completion and professional development requirements. Upon hiring, participating teachers sign a *Notification of Eligibility and Responsibility to Enter a Teacher Induction Program*, which indicates they are eligible to enter the induction program; the form is forwarded to the induction staff so that each participating teacher can be assigned a support provider. Each participating teacher is informed initially of the Early Completion Option, and eligibility requirements/criteria for early completion are outlined in the Induction Handbook.

To guide the participating teacher's attainment of all program requirements, the induction staff informs them of a mandatory orientation meeting, where an overview of the Formative Assessment for California Teachers (FACT) and the completion of the program are discussed. A record of completion activities is tracked in a database system for all participating teachers. Accountability Logs are maintained by support providers and are verified and accessed by participating teachers in a common database. Feedback on progress is given to each participating teacher at mid-year and end-of-the-year transcript reviews. In addition, individual assistance is provided by the Induction Coordinator and lead support providers throughout the year, as needed. Participating teachers noted in interviews that the program's "To Do List" was very useful in tracking their own completion progress. In addition, the induction staff reviews each monthly activity log to determine if additional support is needed.

Each participating teacher has the responsibility to collect evidence of practice as outlined by the completion of FACT. A verification of completion (Program Completion Checklist), initialed by the participating teacher, support provider, and Induction Coordinator is submitted to the induction office and is entered into the database. Review of the collected evidence and confirmation from stakeholders indicates there are many checks and balances in place for the completion process. District administrators and program staff supervise this process ending with exit interviews lead by site administrators and Induction leadership staff members.

Stakeholders reported that additional focus from secondary administrators is needed to minimize the impact of multiple preps, coaching assignments and additional duties to best support first and second year teachers.

Standard 7: Field Experience and Clinical Practice

Standard Met

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Findings

The SMUSD Instructional Services unit along with Induction program leadership designed and implements a planned sequence of experiences through Formative Assessment for California Teachers (FACT). By using their own classrooms for field experience, candidates demonstrate the knowledge and skills necessary by participating in FACT inquiries that include self-reflection on the California Standards for the Teaching Profession and the Continuum of Teaching Practice, creating an Individual Induction Plan (IIP), observing veteran teachers, reflecting on lessons observed by their support provider, and analyzing student work. Participating teachers report that these activities greatly enhanced their ability to effectively support all students.

Stakeholders report that the matching of support providers to participating teachers is a collaborative effort. There are site administrator recommendations and an extensive application process. The process for identifying exemplary teachers to observe is equally extensive. According to survey data and interview results from stakeholder groups, support providers and participating teachers are well matched.

Clinical experiences, such as the completion of the class profile and self-reflection on issues of diversity provide candidates opportunities to understand and address issues of diversity. In addition, teachers are provided with collegial support and culturally responsive training at Induction seminars. Participating teachers report that they are well prepared to work with students of diverse groups. Additional opportunities to focus on diverse students occur during FACT Inquiry One, which focuses on English learners and Inquiry Three, where special populations is the focal point.

Job-embedded models of support and collaborative teacher learning are at the core of the field experiences and professional development for all participating teachers and are accomplished during each school's mandatory Structured Teacher Collaboration Time (STCT) held weekly at the school site. STCT opportunities may include, but are not limited to: peer observations of practice, analyzing student work and student data, developing study groups, individual or collaborative research on topics of professional interest, regularly scheduled collaboration with other teachers on issues of instruction, practice-based professional dialogue (content/instructional strategies), and school-based coaching/mentoring.

Additional support to ensure that teachers develop strategies for improving student learning is received via participation in the district Essential Elements of Instruction (EEI) training. This program has been in place within SMUSD for 23 years. Each teacher new to SMUSD

participates in 37.5 hours of professional learning regarding EEI strategies that support candidates in developing classroom knowledge and skills to enhance student learning in meeting state-adopted standards. Stakeholders report a desire for additional collaboration between Induction and EEI leadership to minimize overload and redundancy for teachers. SMUSD also hosts a mandatory eight-hour behavior management seminar held in the fall following the BTSA Induction orientation to support teachers as they begin work in the FACT Formative Assessment System.

Standard 8: District-Employed Supervisors

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Does not apply to Second Tier Credential Programs

Standard 9: Assessment of Candidate Competence

Standard Met

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Findings

The Formative Assessment for California Teachers (FACT) assessment system ensures that participating teachers demonstrate their knowledge and skills in providing effective instruction utilizing core curriculum that addresses state-adopted academic standards. Through the plan, teach, reflect and apply process, participating teachers extend their teacher preparation knowledge and skills to the realities of their own classroom. A thorough examination of evidence that included completed inquiries of the formative assessment system, scoring rubrics, the biennial report and interviews confirm that participating teachers in SMUSD demonstrate knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Principals indicated that participating teachers were well prepared to address the unique complexities of the classroom in order to ensure learning for all students.

Participating teachers are recommended for a clear credential only if they have demonstrated program competency requirements. Stakeholders confirmed that participating teachers participate in an exit interview where they present Induction completion documentation to program leadership to verify that all program requirements have been met. Periodically during their program, candidates are provided with multiple formative and summative feedback opportunities on their progress toward completion of competency requirements. The Induction Coordinator and Human Resources department work together to collect, verify and process

program complete data that identifies patterns and trends that serve as the basis for programmatic and unit decision-making.

General Education (Multiple and Single Subject) Induction

Findings on Standards

Program Design

The San Marcos Unified School District (SMUSD) Induction Program incorporates a purposeful structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all K-12 students and retain high quality teachers. The intensive two-year sequenced program of preparation is formulated on an inquiry-based formative assessment system, built upon the *California Standards for the Teaching Profession* (CSTP) and state-adopted content standards. In addition to the *Formative Assessment for California Teachers* (FACT) system, the BTSA Induction program provides individual support from a qualified support provider, professional development opportunities, observations of other teachers, and additional appropriate support as indicated by the participating teachers' *Individual Induction Plan* (IIP). Each teacher new to SMUSD participates in 37.5 hours of professional learning regarding Essential Elements of Instruction (EEI) strategies that support candidates' classroom knowledge and skills to enhance learning in meeting state-adopted content standards. Interviews with participating teachers verified they put into practice the learning from their preliminary preparation program along with the plan, teach, reflect, and apply cycle of inquiry. Throughout the process they self-assess, foster development on best teaching practices, and reflect upon those practices through the lens of student learning. Action plans are formulated by participating teachers through their formative assessment procedures, specifically the *Individual Induction Plan* (IIP), to apply principles, concepts, and pedagogical practices. The teaching of English learners and special population students is embedded across the participating teacher's practice. Application of the state-adopted academic content standards and performance levels for all students is demonstrated by participating teachers as they create a healthy environment for student learning, support equity and diversity, and use technology to advance student learning. Interviews with participating teachers, support providers and Induction graduates indicated that the reflective practices and observations implemented within the FACT process cemented best teaching practices and made them better teachers.

The San Marcos Unified School District Induction Program establishes a professional and educational community through continual communication and regular collaboration with district personnel, Human Resources staff, and site administrators. Induction staff has established links to local teacher preparation programs including California State University, San Marcos; National University; University of San Diego; and the University of California, San Diego ensuring a seamless transition from teacher preparation to induction. Program stakeholders reported that 85% of SMUSD new hires were educated at California State University, San Marcos. Frequently, teaching candidates have student taught in the district. Participating teachers and Induction graduates stated that reflection has allowed them to recognize best practices in lesson delivery and the importance of analyzing student data for future planning and implementation. Stakeholder groups indicated that among the strongest of the Induction program's assets are communication and collaboration in building a professional educational community of learners. During the four annual meetings, members of the advisory council provide input for program improvement based on analyzed program data.

Course of Study: Curriculum & Field Experience

The San Marcos Unified School District Induction program offers professional development opportunities by trained presenters who are selected, prepared, and assigned to work with participating teachers and support providers based on their background expertise, and ability to teach the CSTP and state-adopted content standards. The Induction Coordinator receives ongoing professional development to support her role as the supervisor of the program. Support providers receive training in formative assessment, mentoring, the CSTP, and effective induction program practices. Support providers receive three initial training days and other training opportunities designed to meet their needs.

The San Marcos Unified School District Induction Program uses the *Formative Assessment for California Teachers* (FACT) system for participating teachers. The series of FACT assessment modules focus teachers on a plan teach, reflect, and apply cycle, which underlies all activities in the FACT system. As participating teachers progress through each of the FACT modules (Context for Teaching and Learning, Assessment of Teaching and Learning, Inquiry into Teaching and Learning, and Summary of Teaching and Learning) they follow a delineated cycle of:

- Planning for instructional activities
- Teaching specific lessons or a series of lessons, and/or groups of students
- Reflecting upon that teaching experience; and
- Applying new knowledge to future practice.

FACT activities employ the six standards of the *California Standards for the Teaching Profession* (CSTP) as a measurement tool. Interviews with participating teachers confirmed reflection on their practice using multiple measures that include observations, norms of inquiry, collaboration with colleagues, data-driven dialogue, and reflective conversations to improve student learning. Participating teachers have multiple opportunities to learn and demonstrate their knowledge, understanding, and application of the CSTP over a two-year period. The IIP guides the direction for professional development in a variety of teacher-identified topics.

Common areas of interest and need are monitored by the Induction leadership team, which plans for professional development for program participants. Additionally, seminars are developed and held in the areas BTSA Induction addresses: technology, English learners, special needs students and differentiating instruction. Stakeholders report that the Essential Elements for Instruction (EEI) supports and complements the goals of the Induction program as they relate to participating teacher's professional development. EEI allows all teachers and administrators in the district to share in a common language of effective instructional practices.

Support providers are selected through a rigorous selection process along with input from site administrators. Support providers, in addition to initial training, are provided with ongoing support to aid them in strengthening their mentoring skills and to make them aware of program information and data. Support providers and participating teachers complete regular online logs that summarize their consultation, collaboration, observation and planning time.

Candidate Competence

To guide the participating teachers' attainment of all program requirements, they are informed by the Induction staff at orientations and induction seminars about the formative assessment process and the components that allow for self-assessment throughout the two-year induction period. Review of the San Marcos Unified School District Induction program documents shows that they maintain records for participating teachers and note completion on a database. Throughout the program, participating teachers are given formative feedback by the induction staff regarding progress at mid-year and end-of-the-year reviews. Monthly activity logs documenting the progress of participating teachers are reviewed by the induction staff to determine if additional support is needed for program completion. Monthly collaborative meeting for participating teachers and support providers are also opportunities for discuss and updating of FACT program requirements. Interviews with participating teachers and support providers provided consistent evidence that participating teachers are knowledgeable of their assessments and meet with support providers to collaborate on assessment results. At the end of year two, an Induction review panel conducts exit interviews with participating teachers, reviewing all Induction activities and matches evidence against a completion form.

Within the formative assessment process, participating teachers have many opportunities to demonstrate knowledge of student achievement by creating lessons plans with appropriate accommodations and modifications to support students' needs. Following observations, participating teachers collaboratively meet with support teachers to discuss and assess their actual teaching practice and use of instructional strategies as evidenced by participating teacher's lesson development and delivery. Participating teachers reflect and self assess on their practice on the FACT conversation guides and the Continuum of Teaching Practice against all elements of the six CSTP throughout the formative assessment process. SMUSD Induction Program affords an opportunity for participating teachers to observe veteran teachers employing exemplary practices. This event is preceded by a meeting whereby areas that will be observed are identified and is followed by an end-of-day reflection activity. Review of program documents and participating teachers' portfolios along with exit interviews verify that self-assessment is documented throughout FACT on the Continuum of Teaching Practice (CTP) and conversation guides.

Findings on Program Standards:

After review of the institutional report, supporting documentation, the completion of interviews with program leadership, district administrators, school site administrators, Human Resources personnel, support providers, participating teachers, completers, and advisory council members, the team determined that all program standards are fully **Met** for the San Marcos Unified School District Induction program.